**Web 2.0 Trainer Step-by-Step**

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| **Workshop Part 1** |

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| **Introduction** |
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| 1. **Welcome and Logistics (10 minutes)** |
| * Restroom and locations |
| * Review Session Agenda |
| * Materials |
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| 2. **Introduction Activity (20 minutes)** |
| * Trainer should make sure participants have the **Introduction Activity** handout. If not, participants should open the **Introduction Activity** handout for the **Handouts** folder, or trainer can show items on screen. |
| * Trainer should read the paragraph, **Your Aha! Moment**, aloud emphasizing the italicized questions. * Trainer should direct the participants to the **Pirate Pad** URL prepared for this presentation. On this pad, participants should answer the italicized questions. * Allow time for participants to answer and use the **Pirate Pad**. Ask a few volunteers to read other participant’s responses they most enjoyed reading. Share your answers to the italicized questions. |

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| **Workshop Part 2** |

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| **Tools Training and Activity - IMT** |
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| 1. **Information, Media, and Technology Literacy Skills (15 minutes)** |
| * Briefly summarize the definition of the Information, Media, and Technology Literacy Skills |
| * Trainer should visit three web 2.0 tools used to enhance IMT skills while describing these tools. These websites are [**Diigo**](http://www.diigo.com)**,** [**Survey Monkey**](http://www.surveymonkey.com), and [**Quizlet**](http://quizlet.com/)**.** * The script for describing each of these tools can be found on the handout. * Allow participants time to explore these tools on their own. |
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| 2. **Think-Pair-Share Activity (15 minutes)** |
| * Trainer should make sure participants have the **Think-Pair-Share Activity** handout. Review the procedures for the Think-Pair-Share Activity. Allow participants a minute to locate a partner for the activity before proceeding. |
| * Trainer should read the Think-Pair-Share prompt. * Trainer should direct the participants to share. Allow time for participants to share with one another. * Ask a few volunteers to share about their exchange.   **Remind participants that additional information and uses of the Think-Pair-Share protocol and links to the information are listed on the activity handout.**  **Remind participants that tutorials on all of the tools are available in the appendix.** |

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| **Workshop Part 3** |

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| **Tools Training and Activity - Collaboration** |
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| 1. **Collaboration Skills (7 minutes)** |
| * Briefly summarize the definition of the collaboration skills |
| * Trainer should visit three web 2.0 tools used to enhance collaboration skills while describing these tools. These websites are **Google Docs, Wikispaces, and Edublogs.** * The scripts for describing each of these tools can be found on the handout. * Allow participants time to explore these tools on their own. |
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| 2. **Explain the Difference between Wikis and Blogs (3 minutes)** |
| * Trainer should make sure participants have the **Difference between Wikis and Blogs** handout. Review the differences. |
| * Allow time for participants to explore the three collaboration tools presented.   3. **Processing Activity (20 minutes)**   * Trainer should make sure the participants have the **Collaboration Activity** handout. Review the collaboration prompt for this activity. * Trainer should direct the participants to the Google Doc prepared before the training. Allow time for participants to share with one another. * Ask a few volunteers to share about their experience using Google Docs.   **Remind participants that tutorials on all of the tools are available in the appendix.** |
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| **Workshop Part 4** |

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| **Tools Training and Activity - Communication** |
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| 1. **Communication Skills (10 minutes)** |
| * Briefly summarize the definition of Communication Skills. |
| * Trainer should visit two web 2.0 tools used to enhance communication skills while describing these tools. These websites are **VoiceThread and Blabberize.** * The script for describing each of these tools can be found on the handout. * Allow participants to explore these tools. |
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| 2. **Processing Activity (20 minutes)** |
| * Trainer should make sure participants have the **Communication Activity** handout and the **VoiceThread tutorial**. Review the procedures for posting a comment on VoiceThread by referring to that section on the tutorial. Allow participants a minute to locate a microphone for the activity (if planning to record comments) before proceeding. Participants without a microphone may type their comments. |
| * Trainer should direct the participants to the VoiceThread URL prepared before the presentation. Allow time for participants to comment on the VoiceThread. Provide support to any participants with questions. * As participants post comments to VoiceThread, identify a particularly insightful comment to share with the whole group during wrap-up of this tool.   **Remind participants that tutorials on all of the tools are available in the appendix.** |

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| **Workshop Part 5** |

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| **Tools Training and Activity - Creativity** |
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| 1. **Creativity Skills (10 minutes)** |
| * Briefly summarize the definition of Creativity Skills. |
| * Trainer should visit two web 2.0 tools used to enhance creativity skills while describing these tools. These websites are **Voki and Mixbook.** * The script for describing each of these tools can be found on the handout. * Allow participants to explore these tools. |
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| 2. **Processing Activity (20 minutes)** |
| * Trainer should make sure participants have the **Creativity Activity** handout. Review the procedures for posting a comment on a wiki or a Google Doc (depending on which option the trainer chooses for this activity). * Review the prompt for the **Creativity Activity**. |
| * Trainer should direct the participants to the Wiki or the Google Docs URL prepared before the presentation. Allow time for participants to comment. Provide support to any participants with questions. * As participants post comments, identify a particularly insightful comment to share with the whole group during wrap-up of this tool.   **Remind participants that tutorials on all of the tools are available in the appendix.** |

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| **Workshop Part 6** |

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| **Unwrapping a Technology Tool** |
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| 1. **Reviewing the Unwrapping Tool (5 minutes)** |
| * Trainer should review participants to the **Unwrapping the Technology Tool** handout. |
| * Trainer should explain how teachers should choose appropriate tools for integration into classroom lessons. **The A–B–C Method** should be used.    + **Applications** Apply the tools to other grade levels and content areas   + **Barriers** Identify limitations – equipment, time, difficulty, support   + **Cautions** Advice, tips, suggestions, and examples |
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| 2. **Processing Activity – Unwrap a Tool (15 minutes)** |
| * Trainer should make sure participants can access the **Unwrapping the Technology Tool** handout digitally. This document is available for editing in Microsoft Word. * Have participants to choose a tool to “unwrap.” This web tool should be one that the participant has both knowledge and experience using with students. |
| * Trainer should direct the participants to the sample for reference. * Allow participants time to complete the Unwrapping the Technology Tool activity. |

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| **Workshop Part 7** |

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| **Conclusion** |
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| 1. **Wrap-Up, Surveys, Certificates, etc. (10 minutes)** |
| * Trainer should review what was learned in the Web 2.0 Tools Session. |
| * Trainer should ask participants for final thoughts about sharing these tools with teachers in their schools. Sample prompting questions include: *Who would be most interested in learning to use these tools with students? When and how should this training be offered to them? What specific actions should I take to assure the success for this training?* * Participants will complete surveys of the session and receive certificates for attendance. (if provided) **Tip: Use Survey Monkey to create a post training survey for your participants. Provide a link to this survey where all of your other links have been provided – a wiki or Word document.** |
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